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ABSTRACT

The need for cooperation between bilingual teachers and teachers of English as a second language is addressed in this position paper. Operational definitions and characteristics of bilingual education and English as a second language are presented, and the interrelationship of bilingual education and English as a second language is clarified. The position of the international organization of Teachers of English to Speakers of Other Languages regarding bilingual education is established, and activities to assure the successful achievement of the stated goal are identified. The position of the international organization is endorsement and support of the bilingual approach to education; it is recognized as providing students of limited English proficiency with equal educational opportunities. English as a second language is an integral and essential component of bilingual-bicultural programs in the United States. (SW)

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Teachers of English to TESOL Speakers of Other Languages

POSITION PAPER ON THE ROLE OF ENGLISH AS A SECOND LANGUAGE IN BILINGUAL EDUCATION

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A fundamental tenet of bilingual education is that a person living in a society whose language and culture differ from his own must be equipped to participate meaningfully in the mainstream of that society. It should not be necessary for him to sacrifice his rich native language and culture to achieve such participation. Rather, we should utilize available language skills and thought processes to foster intellectual development while developing English language proficiency.

—New York State Regents Position Paper on Bilingual Education

INTRODUCTION AND PURPOSE:

TESOL, as an international organization of educators dedicated to the teaching of English to speakers of other languages, has historically supported bilingual education in its policy, programs, and publications. It recognizes the pedagogical soundness and viability of bilingual education as an educational process which: focuses on the student's total development, capitalizes on the proficiency of a student's native language and familiarity with his or her own culture, and simultaneously develops the student's competencies in the second language and culture.

TESOL further recognizes that the role of language in the educational process must be viewed from two instructional points of view:

1. language as a subject
2. language as a medium of instruction

It is the latter role which often causes confusion in the minds of those who create the false dichotomy of bilingual education versus English as a second language.

Bilingual teachers and teachers of English as a second language must accept a partnership relationship in bilingual education. It is the professional obligation of the aforementioned educators to join forces in providing equal educational opportunities for all their students. The purpose of this paper, therefore, is to examine the role of English as a second language in bilingual education in an attempt to promote better understanding and establish a positive professional relationship between the two groups.

This paper represents TESOL's goal of maintaining and fostering cooperation by:

1. presenting the operational definitions and characteristics of

bilingual education and English as a second language;
2. clarifying the interrelationship of bilingual education and English as a second language;
3. establishing the position of the international organization of Teachers of English to Speakers of Other Languages regarding bilingual education;
4. identifying activities to assure the successful achievement of the stated goal.

DEFINITIONS AND CHARACTERISTICS

Three educational approaches are presently being utilized to teach students of limited English proficiency in the United States:

1. Bilingual instruction including an English as a second language component.
2. Monolingual instruction including an English as a second language component.
3. Monolingual instruction without an English as a second language component.

By English as a second language is meant "the field of teaching English to speakers of other languages."[1] The recommended implementation of such instruction includes: A. Incorporation of the cultural aspects of the students' backgrounds into meaningful language learning experiences; B. Teaching vocabulary and structures relevant to students' learning experiences; C. Application of English as a second language techniques to content areas taught through the second language.

The most commonly accepted definition of bilingual education in the United States is:

> . . . the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses all or part of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.[2]

Bilingual education recognizes that many students in the school

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[1]James E. Alatis, "The Compatibility of TESOL and Bilingual Education," in *English as a Second Language in Bilingual Education*, ed. by James E. Alatis and Kristie Twaddell, Washington, D.C.: Teachers of English to Speakers of Other Languages (1976).

[2]U.S. Office of Education, *Manual for Project Applicants and Grantees.*

system are monolingual or dominant in a language other than English and may be at different stages of development in each of the two languages. It, therefore, provides a process wherby the linguistic and cultural resources the student brings to the school are used as tools for learning in the content areas while at the same time the students acquire proficiency needed in English to enable them to use it as a learning tool.

Of the three educational approaches listed above, the organization of Teachers of English to Speakers of Other Languages recommends the first, bilingual instruction including an English as a second language component, as the preferred model for instructing students of limited English proficiency, wherever feasible. It is also recognized that the second, monolingual instruction including an English as a second language component, is necessary in some cases. Under no circumstances does the third, monolingual instruction without an English as a second language component, provide equal educational opportunities to students of limited English proficiency, and it is categorically rejected as an alternative instructional model for their education.

Bilingual programs fall into two categories, transitional and maintenance. Transitional and maintenance bilingual programs are similar in the initial stages of implementation, but differ in their ultimate objectives. Both recognize the need to teach:

- the students' dominant language as a first language
- the content matter through the dominant language
- the history and cultural heritage of both linguistic groups
- English as a second language

The difference between transitional and maintenance bilingual education becomes apparent upon examination of the expected final outcomes of each program. The transitional program provides instruction in and through the student's dominant language only until the student has acquired sufficient proficiency in English to enable him to function effectively in an English monolingual educational setting. The maintenance bilingual program establishes the development of the two languages throughout the educational process and sets functional bilingualism and biculturalism as an important educational goal. The two languages are used as tools for acquiring knowledge and conceptualizing throughout the student's education.

In the United States English as a second language is an essential and integral part of bilingual education. The English as a second

language component of the bilingual education program recognizes that the student may have developed proficiency in one or all of the areas of language learning in his mother tongue. The program, therefore, is designed to capitalize on this proficiency in order to accelerate the process of acquiring the second language—English.

The organization of Teachers of English to Speakers of Other Languages supports and promotes the concept that local communities, especially parents of the children in the system, have the right to participate in policy decisions concerning the type of instructional program best suited for their children.

THE ROLE OF THE TEACHER

The international organization of Teachers of English to Speakers of Other Languages is committed to promoting excellence among all educators involved in instructing students of limited English proficiency.

The success of any educational program depends on the commitment and preparation of the teachers involved. Successful language instruction must be carefully planned and implemented by qualified teachers; it cannot be left to chance. There are many commonalities between the expected competencies and attitudes of the bilingual teacher and the teacher of English as a second language. There are, however, some discretely different requirements for the preparation of each. It must be recognized that the two teaching professionals are specialists in their own right and compose a team working toward the same long-range goals for the same student population.

STRATEGIES TO FOSTER COOPERATION

It is evident that the roles of the bilingual and English as a second language teachers are complementary and that their cooperation is essential for the successful progress of students of limited English proficiency.

Since bilingual education is a total educational experience, it involves a team effort, and the English as a second language teacher is part of an instructional team.

In order to promote and achie.e understanding and cooperation among bilingual and English as a second language educators the organization will take the following defnintive steps, or reaffirm their importance in those cases where they have already been initiated:

1. Articles and presentations on bilingual education will continue to be regularly included in all official organization publications and conferences.
2. Cooperation and participation in publications and conferences on bilingual education will continue to be encouraged and supported.
3. Bilingual educators will continue to be encouraged to participate fully in all organizational matters.
4. Legislation will be supported which promotes bilingual education in the United States..
5. Teachers of English as a second language will be encouraged to study the cultures and languages of their respective student populations.
6. Local affiliates will be encouraged to organize institutes and activities which promote second language learning and cultural studies among English as a second language teachers.
7. The TESOL organization will maintain and enhance the reciprocal liaison which has been established with the National Association of Bilingual Education (NABE).
8. Local affiliates will be encouraged to establish and maintain liaison with affiliates of NABE which may be organized in their respective geographic areas, and to encourage and welcome liaison activities in return.
9. Efforts will be made to promote bilingual education including English as a second language as a viable educational model in and of itself, and to remove the stigma that it is compensatory education for the disadvantaged.

RECOMMENDATIONS AND CONCLUSIONS

Teachers of English to Speakers of Other Languages recognizes that the goal of education is to provide the students in accordance with their full potential, with the knowledge necessary to liberate them to make choices within the society or societies in which they choose to live.

Students of limited English proficiency must be provided with opportunities to learn subject matter commensurate with their potential, age and grade level and the opportunity of learning the language of the dominant society–English.

These educational goals can be more effectively fulfilled in the cognitive and affective domains through instruction in the students' dominant language and culture and instruction designed

to develop full communicative competence in both their mother tongue and English.

Therefore, the international organization of Teachers of English to Speakers of Other Languages endorses and supports the bilingual approach to education, recognizing that it provides students of limited English proficiency with equal educational opportunities. English as a second language is an integral and essential component of bilingual-bicultural programs in the United States.

The international organization of Teachers of English to Speakers of Other Languages urges all those involved in the education of students whose dominant language is not English to join forces in improving and promoting bilingual education.

Presented by the Committee on the Role of English as a Second Language in Bilingual Education, Carmen A. Perez, Chairman. The following persons acted as contributors and discussants in the development of this paper:

George Blanco	Anita Pfeiffer
Elaine Chatagnier	Albar Peña
Nancy Frankfort	María Ramírez
Arturo Gutiérrez	Sonia Rivera
Adele Martínez	Norma Rodríguez
Genis Meléndez	Gilbert Sánchez
Awilda Orta	Ramón Santiago
Carmen A. Pérez	José Vázquez

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